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ABSTRACT

This bibliography on testing in English as a second language (ESL) is divided into four sections. Section 1, Second Language Testing, includes texts and articles that treat the general and overall aspects of second language testing. Many of the theories, techniques, and tests discussed in these works also apply to ESL. The items in the second section, Testing Theory, provide a theoretical background to ESL testing procedures, techniques, and design, or describe research in these areas. Section 3, Test Design, contains items describing the construction of a prototype ESL test or related experimentation. Other items provide suggestions for the design and construction of tests. The final section, Tests and Test Assessments, contains descriptions of specific ESL test instruments and also includes evaluations of some tests. Most items in the bibliography were published after 1969. Each entry includes the date, the publisher or journal title, an annotation, and, where available, the ERIC ED number. (Author/CLK)

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TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES
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Testing in English as a Second Language: A Selected, Annotated Bibliography

Marie Garcia-Zamor
David Birdsong



U.S. DEPARTMENT OF HEALTH,
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TESTING IN ENGLISH AS A SECOND LANGUAGE:
A SELECTED, ANNOTATED BIBLIOGRAPHY

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CAL • ERIC/CLL Series on Languages and Linguistics
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A SELECTED BIBLIOGRAPHY ON
TESTING IN ENGLISH AS A SECOND LANGUAGE

The works cited in this bibliography address a wide variety of topics and issues in second language testing. The first group of items provide a background on language testing in general; all other entries relate specifically to testing in English as a second language. In order to make the bibliography as current as possible, the compilers concentrated on documents published after 1969. They did include, however, a few valuable works which appeared prior to 1970. Although an effort was made to include representative and comprehensive sources on major issues, inevitably some interesting areas and worthwhile contributions have been overlooked.

The bibliography is divided into four sections. The first section includes texts and articles that treat the general or overall aspects of Second Language Testing. Many of the theories, techniques, and tests discussed in these works also apply to English as a second language.

The items listed under Testing Theory provide a theoretical background to ESL testing procedures, techniques, and design, or describe research in these areas.

Some Test Design items describe the construction of a prototype ESL test or related experimentation. Others provide teachers with suggestions for design and construction of their own tests.

The section on Tests and Test Assessments contains descriptions of specific ESL test instruments and also includes some evaluations. Unless otherwise noted, tests cited in this portion of the bibliography are available commercially or can be obtained from a specified source.

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I. SECOND LANGUAGE TESTING

Carroll, John B. "Foreign Language Testing: Will the Persistent Problems Persist?" In Testing in Second Language Teaching: New Dimensions, pp. 6-16. Edited by Maureen C. O'Brien. University of Dublin Press, 1974.

This "state-of-the-art" paper reviews testing developments and achievements since 1929 and discusses continuing problems of validity, realism, scope, efficiency, and the relationship between testing and teaching.

Clark, John L. D. Foreign Language Testing: Theory and Practice. Philadelphia: The Center for Curriculum Development, 1972.

This text is directed to the classroom teacher and describes the purpose, construction, administration, and scoring of various types of tests. Both published and teacher-constructed tests are discussed.

Davies, Alan, ed. Language Testing Symposium. London: Oxford University Press, 1968.

A collection of papers approaching language testing from a number of related points of view. Among the subjects covered are subjective and objective testing, the linguistics of language testing, the psychology of language testing, attainment and diagnostic testing, language aptitude testing, testing spoken language, tests in education, and intelligibility.

Lado, Robert. Language Testing: The Construction and Use of Foreign Language Tests. New York: McGraw-Hill, 1964.

Basing his views on the audiolingual theory of second language acquisition, the author tells how to construct, administer, and grade discrete-point language tests.

Rivers, Wilga. "Testing and Student Learning." In Testing in Second Language Teaching: New Dimensions, pp. 27-36. Edited by Maureen C. O'Brien. University of Dublin Press, 1974.

Among the questions the author considers are: Why do we test? Is testing a necessary part of the learning activity? What are the implications of diversification of teaching approach and content on testing? What do we learn about the student from discrete-point tests and from tests of communicative ability? How much accuracy

is to be required if communication is the goal; how much correctness is necessary to avoid irritating the native speaker? How can spontaneous language use be tested?

Upshur, John, and Fata, Julia, eds. Problems in Foreign Language Testing. Journal of Applied Linguistics, Special Issue No. 3, August 1968.

This volume is a report of the proceedings of a conference held at the University of Michigan in 1967. Topics of articles include testing of culturally different groups, testing requirements of the Canadian Public Service Commission, compound-coordinate bilingualism, aptitude testing, global proficiency, aural cloze technique, aural comprehension, integrated testing, testing in the context of learning, and language test classification.

Valette, Rebecca. Modern Language Testing: A Handbook. New York: Harcourt, Brace, and World, 1967.

This handbook describes principles of test construction and gives practical suggestions, based on audiolingual theory and contrastive analysis, for making classroom tests.

See also: Savard (IV).

II. TESTING THEORY

Aitken, Kenneth G., comp. TESL Applications of the Cloze Procedure: An Annotated Bibliography. 1975. ED 109 922.

Items in this bibliography include general references on the cloze procedure as well as works that treat specific problems involved in its application to ESL.

Anderson, Jonathan. "The Application of Cloze Procedure to English Learned as a Foreign Language in Papua and New Guinea." English Language Teaching 27 (October 1972): 66-72.

The author reports part of a study in which the reading comprehension in English of 58 primary school students was tested on three prose passages by means of the cloze technique and a variety of scoring procedures. Cloze scores ranked the three passages in the same order of difficulty as did four experienced teachers of reading. The scores also discriminated between the abilities of subjects on the cloze tests.

Beardsmore, H. Baetens. Testing Oral Fluency. 1972. ED 115 078.

A description is given of experiments involving the standardization of oral fluency testing. Oral fluency is understood to imply a "communicative competence" requiring an ability to formulate accurate and appropriate utterances of more than one sentence in length.

Blatchford, Charles H. A Theoretical Contribution to ESL Diagnostic Test Construction. (Paper presented at the Fifth Annual TESOL Convention, March 1971.) ED 055 484.

The author presents the following hypotheses: (1) A diagnostic test in English as a second language should be a series of miniature tests on specific problems; (2) subscores in each area should be considered rather than a total score; (3) the results should be used to probe mastery in an area rather than provide the means for comparing one student against another; and (4) the teacher should look at each item for each student rather than the score.

Brière, Eugene J. "Current Trends in Second Language Testing." In Papers on Language Testing, 1967-1974, pp. 220-28. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

The author summarizes papers presented by Upshur, Spolsky, and Jakobovits at the 1968 International Seminar on Language Testing and lists the other papers that were read.

Burt, Marina K., and Dulay, Heidi C., eds. On TESOL '75: New Directions in Second Language Learning, Teaching and Bilingual Education. ED 117 965.

This group of selected papers from the Ninth Annual TESOL Convention includes two documents on new developments in testing; the subjects are measuring intercultural acceptance (Lawrence F. Bouton) and the cloze procedure (John F. Oller, Jr.). (Also available from TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057.)

Cartier, Francis A. "Criterion-Referenced Testing of Language Skills." In Papers on Language Testing, 1967-1974, pp. 18-24. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

The author argues that despite the difficulties of applying criterion-referenced testing to language instruction, the economic and pedagogical advantages over the traditional norm-referenced technique justify the effort.

Condon, Elaine. "The Cultural Context of Language Learning." In Papers on Language Testing, 1967-1974, pp. 204-17. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

This article suggests that standardized tests and language tests are often unfair and inaccurate in that they confound language knowledge and cultural experience. Examples from several tests are used to support this argument.

Cooper, Robert L., and Fishman, Joshua A. "Some Issues in the Theory and Measurement of Language Attitude." In Papers on Language Testing, 1967-1974, pp. 187-97. (See above.)

Language attitudes are an area of sociolinguistic concern to everyone connected with language instruction and testing. This article sketches some basic issues and describes research in progress at Hebrew University.

Davies, Alan. "Language Proficiency Testing and the Syllabus." In Testing in Second Language Teaching: New Dimensions, pp. 18-26. Edited by Maureen C. O'Brien, University of Dublin Press, 1974.

What type of syllabus would incorporate the most valid language texts? What kind of test most suitably accompanies it? The author presents a case for the spiral syllabus and proficiency testing.

-----, "Two Tests of Speeded Reading." In Testing Language Proficiency, pp. 119-30. Edited by Randall L. Jones and Bernard Spolsky. Arlington, Virginia: Center for Applied Linguistics, 1975.

Within the framework of recent changes in language testing theory, the author describes and discusses two integrative, global tests of speeded reading that may be used as part of a proficiency battery in ESL testing. The first test is a variety of cloze test, and the second interposes English distractors randomly in a running text.

Denham, Patricia A. "Design and Three-Item Paradigms." English Language Teaching Journal 28 (January 1974): 138-45.

Five varieties of three-item aural discrimination test paradigms are examined. It is found that the design of such paradigms is an important factor in determining the difficulty of tests used for advanced learners of a foreign language.

Dykstra, Gerald. "Goal and Test Congruency and Systematization in Materials Preparation." RELC Journal 3 (June-December 1972): 19-29.

The author presents a model for the systematic application of congruency of goal, cue, test, and criterion.

Garcia-Zamor, Marie, and Krowitz, Mary J. Contextual Testing and Communicative Competence. (Paper presented at the 49th Annual Meeting of the Linguistic Society of America, December 1974.) ED 104 145.

Current issues in testing are examined and a framework for dealing with them is proposed. The paper focuses primarily on advanced adult learners who must function in English in their professions.

Gradman, Harry. "Reduced Redundancy Testing: A Reconsideration." In Testing in Second Language Teaching: New Dimensions, pp. 41-48. Edited by Maureen C. O'Brien. University of Dublin Press, 1974.

The author reviews work done on the cloze method of testing and concludes that the preliminary evidence supporting this technique as a simple and effective device for evaluating language proficiency justifies further research. He makes specific suggestions about the direction this research might profitably take.

Gradman, Harry L., and Spolsky, Bernard. "Reduced Redundancy Testing: A Progress Report." In Testing Language Proficiency, pp. 59-70. Edited by Randall L. Jones and Bernard Spolsky. Arlington, Virginia: Center for Applied Linguistics, 1975.

This paper discusses recent studies of dictation tests with added distortion, as administered to ESL students, and considers their theoretical and practical implications.

Groot, Peter J. M. "Validation of Language Tests." In Papers on Language Testing, 1967-1974, pp. 137-43. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

The author deals with the problem of developing and validating a functional listening comprehension test and describes the role of tests in the investigation of communicative competence.

Ilyin, Donna. "Structure Placement Tests for Adults in English-Second-Language Programs in California." In Papers on Language Testing, 1967-1974, pp. 128-36. (See above.)

This paper describes the development of an adult education placement test in California, as well as attendant testing and administrative problems.

Jonz, Jon G. Can't Language Testing Interface with Language Acquisition? (Paper presented at the Ninth Annual TESOL Convention, March 1975.) ED 117 982.

The author argues for the use of integrative tests of language proficiency. He criticizes discrete-point testing because it forces the learner to focus on a particular set of surface features, with the result that the learner's involvement with language as a medium of communication suffers.

Lane, Victor H. "Testing in ESL Programs for Disadvantaged Adults." In Testing in Second Language Teaching: New Dimensions, pp. 61-66. Edited by Maureen C. O'Brien, University of Dublin Press, 1974.

What kind of English proficiency tests, if any, are useful for learners such as adult immigrants with little or no schooling? Reasons for not testing are substantial, but the author acknowledges that testing is generally required in language programs. He argues that pains should be taken to ensure that language tests for disadvantaged adults are culturally fair.

Language Testing, with Special Reference to English as a Foreign Language. Specialised Bibliography 88. London: British Council, English-Teaching Information Centre, 1974. ED 113 951.

The first section of this bibliography cites bibliographies dealing with language testing, while the second and third sections deal with books and articles in the same area. A fourth section lists test distributors' catalogues. Most entries have been published since 1965.

Lahton, Robert C., ed. Preparing the EFL Teacher: A Projection for the '70's. Philadelphia: Center for Curriculum Development, 1970. ED 044 672.

This compilation of studies in the training of ESL teachers contains a chapter by Robert L. Cooper on ESL testing. (Available from CCD, 401 Walnut Street, Philadelphia, PA 19106.)

Motta, Janice et al. Reading Evaluation for Adult Non-English Students. Fall River, Massachusetts: Bristol Community College, 1974. ED 098 513.

This paper discusses several evaluative methods that are available for use in a reading program that is aimed at ESL students. The

subjects include evaluation, teacher observation, standardized tests (which discusses their use and validity, and the inappropriateness of standardized tests for ESL students), informal reading inventories, and variables of performance.

Oller, John W., Jr. "Assessing Competence in ESL: Reading." In Papers on Language Testing, 1967-1974, pp. 25-36. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

This paper reports on research which indicates a closer interrelationship among the four language skills than had been thought traditionally. The author concludes, therefore, that testing should attempt to measure integrative, not discrete skills. He also attempts to define the differences between native and non-native reading processes and addresses to teachers some provocative questions about tests.

----- "Cloze Tests of Second Language Proficiency and What They Mean." Language Learning 23 (June 1973): 105-18.

The author argues that short-term memory constraints are invoked by the cloze technique and that these constraints are limitations on competence, not performance. He claims, therefore, that the cloze procedure taps this underlying competence.

----- Research with Cloze Procedure in Measuring the Proficiency of Non-Native Speakers of English: An Annotated Bibliography. Arlington, Virginia: ERIC Clearinghouse on Languages and Linguistics, 1975. ED 104 154.

Included in this bibliography are four major sections: (1) the pros and cons of the basic procedure--research and debate; (2) research with non-native speakers of English and the cloze procedure (a) as a testing device, (b) as a teaching device, (c) as a measure of readability, (d) as an elicitation device, (e) as applied orally and aurally to both native and non-native speakers; (3) research with language other than English or with social varieties of English; and (4) reviews.

----- "Scoring Methods and Difficulty Levels for Cloze Tests of Proficiency in English as a Second Language." The Modern Language Journal 56 (March 1972): 151-58.

Among the alternatives considered, the author finds that acceptable fill-ins work best. Evidence is cited to show that the cloze procedure correlates highly with tests which require a high level of integrative proficiency.

Oller, John W., Jr., and Inal, Nevin. "A Cloze Test of English Prepositions." In Papers on Language Testing, 1967-1974, pp. 37-49. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

The authors present evidence supporting the use of cloze procedure for measuring ability to use English prepositions and for indicating common learning difficulties.

Oller, John W., Jr., and Streiff, Virginia. "Dictation: A Test of Grammar Based Expectancies." In Testing Language Proficiency, pp. 71-88. Edited by Randall L. Jones and Bernard Spolsky. Arlington, Virginia: Center for Applied Linguistics, 1975.

The purpose of this paper is to present a re-evaluation of Oller's paper published in English Language Teaching in 1971 entitled "Dictation as a Device for Testing Foreign Language Proficiency."

Oller, John W., Jr. et al. "Cloze Tests in English, Thai, and Vietnamese: Native and Non-Native Performance." Language Learning 22 (June 1972): 1-15.

This study interprets response types, error patterns, and mean scores of natives and non-natives. Individual items are also analyzed. It is suggested that the cloze task may be equivalent across languages.

Plaister, Theodore H. "Testing Aural Comprehension: A Culture Fair Approach." In Papers on Language Testing, 1967-1974, pp. 200-203. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

The author explains that test items that reflect a given culture different from that of the individual tested may actually test something other than language proficiency.

Robinson, Peter. "Testing the Second-Language Competence of Children and Adults." English Language Teaching 27 (February 1973): 190-99.

This paper provides the classroom teacher with a basic theoretical and practical background to language testing. A general working definition of linguistic competence is also given.

-----, "Oral Expression Tests: 1" and "Oral Expression Tests: 2." English Language Teaching 25 (February and June 1970): 151-55 and 260-66.

In the first of these two articles, the author discusses the differences between objective and subjective tests and attempts to correct

misunderstandings about their meaning. He defines and evaluates the different levels of spontaneity, or participation, that students may be allowed in reading and oral tests. In the second article, he argues that the purpose of an oral expression test is to create a situation in which the student participates freely and has an opportunity to show his proficiency at its best. The considerations relevant to constructing such tests are also discussed.

Saville, Muriel R., and Troike, Rudolph C. A Handbook of Bilingual Education. Arlington, Virginia: Center for Applied Linguistics, 1970. ED 035 877.

The final chapter of this handbook, stressing the importance of evaluation, discusses language and intelligence tests and home condition questionnaires.

Seward, B. H. "Measuring Oral Production in EFL." English Language Teaching 28 (November 1973): 76-80.

The author argues that traditional objective tests are a better measure of foreign language proficiency than teacher evaluations. Some of the advantages cited are ease of administration, scoring efficiency, and high level of discrimination.

Spolsky, Bernard. "Language Testing--The Problem of Validation." In Papers on Language Testing, 1967-1974, pp. 146-53. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

By contrasting the diverse purposes of achievement and proficiency testing, the author explores the difficulty of characterizing and testing overall language proficiency.

Testing the English Proficiency of Foreign Students. Washington, D.C.: Center for Applied Linguistics, 1961.

This volume consists of the final recommendations and background papers of a conference sponsored by the Center in cooperation with the Institute of International Education and the National Association of Foreign Student Advisers. The papers describe various English proficiency testing programs in the U.S. and abroad and discuss the rationale and problems involved in their development and administration. (Available soon through the ERIC system.)

Upshur, John A. "Objective Evaluation of Oral Proficiency in the ESOL Classroom." In Papers on Language Testing, 1967-1974, pp. 52-65. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

Oral classroom testing is seen as a necessary part of teaching and as a better index of student proficiency than standardized tests. While test-taking should be subjective, the author maintains, test scoring should be objective.

Upshur, John A. "Language Proficiency Testing and the Contrastive Analysis Dilemma." Language Learning 12 (September 1962): 123-28.

The author points out major practical and theoretical problems implicit in the contrastive analysis approach to explaining second language acquisition and errors. Testing implications are explored.

Valette, Rebecca M. "Developing and Evaluating Communication Skills in the Classroom." TESOL Quarterly 7 (December 1973): 407-24.

To evaluate communicative competence the teacher must test student ability to communicate in the modes of listening comprehension, reading comprehension, and self-expression in reading and writing. It is the author's contention that in such testing, the student must be directed to display his communicative competence, not his acquisition of the elements of the language. Many communication activities which are used in teaching can also be used in testing.

See also: Harris, Testing English as a Second Language (III); Testing English Language Proficiency (III); Savard (IV).

III. TEST DESIGN

Allen, Virginia F. "Toward a Thumb-Nail Test of English Competence." In Papers on Language Testing, 1967-1974, pp. 2-5. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

Focusing on the teacher's role in preparing and interpreting test exercises, the author suggests using cloze exercises for teaching purposes (to help students clarify basic grammatical notions) and for testing (to discover what students have learned and to get a rough evaluation of their English competence).

Beardsmore, H. Baetens, and Renkin, A. "A Test of Spoken English." International Review of Applied Linguistics in Language Teaching 9 (February 1971): 1-11.

Designed to test the degree of accuracy, fluency, and intelligibility of the subjects in a manner which will produce information

similar to that which could be obtained by an interview technique, this test is based on the idea of fictitious dialogue. The test items leave little scope for variations in the answers so as to establish the individual's ability to manipulate spoken language in an active way.

Burgess, Thomas C., and Greis, Naguib A. F. English Language Proficiency and Academic Achievement among Students of English as a Second Language at the College Level. 1970. ED 074 812.

The study reported here deals with the problem of determining what testing device can best indicate a foreign student's readiness for satisfactory performance at the college level, especially in courses requiring a good command of reading and writing skills in English. The study considers several standard proficiency tests and devises a formula that compares the relationship of performance results on those tests with students' performance in college courses.

Byers, Burton H. "Testing Proficiency in Interpersonal Communication." REL C Journal 4 (December 1973): 39-47.

The author describes the DyComm ("dyadic communication") System for testing and teaching interpersonal communication.

Cahill, William et al. "Assessing Student Achievement." TESL Talk 6 (January 1975): 29-44.

Two techniques for evaluating student achievement in English as a second language are explained: the interview and the dictation exercise. Sample test items are presented.

Chance, Larry L. The Development of an Objective Composition Test for Non-Native Speakers of English. 1973. ED 095 569.

An objective composition test was constructed that correlated positively with grades on written compositions and that investigated the effects of native language background and total language proficiency on written composition skills. It was concluded that skill in composition appears to be a function of total language proficiency. (Available from University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106. Order No. 74-12,538.)

Cohen, Andrew D. "The Sociolinguistic Assessment of Speaking Skills in a Bilingual Education Program." In Papers on Language Testing, 1967-1974, pp. 172-86. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

This paper reports on tests used in a bilingual program to evaluate speaking proficiency, with special attention to language use patterns and the speaker's socio-demographic characteristics. The author discusses test instrument development and modification, speech eliciting techniques, and areas for future investigation.

Corbiuth, Julian. "A Functional Analysis of Multiple-Choice Questions for Reading Comprehension." English Language Teaching 29 (January 1975): 164-73.

This paper attempts to categorize the types of "distractors" which have a valid function in teaching and testing reading comprehension. This categorization is followed by consideration of the teaching purpose involved, comments on the types of text appropriate to the multiple-choice comprehension question, and guidelines for devising such questions.

Cosgrave, Desmond P. "Aural Comprehension Tests and How to Prepare Them." Modern English Journal 1 (February 1970): 5-17.

The author discusses various factors which must be taken into account when preparing aural comprehension tests on grammatical structure and vocabulary insofar as problem words are related to specific structures. He suggests ways of preparing the test script so that it will be meaningful and outlines methods of checking reliability.

Crymes, Ruth, and Norris, William, eds. On TESOL 74. 1975. ED 102 872.

This group of selected papers from the Eighth Annual TESOL Convention includes a section on information for the test writer, the teacher, and the test-writing teacher.

Dimitrijević, Naum R., and Djordjević, Dušan. "The Reliability of the Subjective Assessment of the Pupils' Pronunciation of English as a Foreign Language." International Review of Applied Linguistics in Language Teaching 9 (August 1971): 245-65.

Results of experiments described here demonstrate the need for special teacher training in order to evaluate EFL pronunciation fairly, accurately, and consistently.

English as a Second Language in Kindergarten--Testing Young Children. Preschool Education Series, No. 3. Indochinese Refugee Education Guides. Arlington, Virginia: Center for Applied Linguistics, 1975. ED 116 478.

Suggestions are given for using existing evaluation techniques to test the English language proficiency of children at kindergarten level.

Fowler, W. S. "Experimenting with Multiple Choice." English Language Teaching Journal 28 (January 1974): 145-48.

An intermediate-level multiple-choice test of English verb tenses, with a scaled scoring system, is discussed.

Groot, Peter J. M. "Testing Communicative Competence in Listening Comprehension." In Testing Language Proficiency, pp. 45-58. Edited by Randall L. Jones and Bernard Spolsky. Arlington, Virginia: Center for Applied Linguistics, 1975.

The author describes the development of listening comprehension tests to be administered to final-year students in secondary schools in Holland. This paper serves as an example of how tests of communicative ability should be developed in a school situation or during a language training program for ESL students and other students who are going to work abroad.

Harris, David P. "Report on an Experimental Group-Administered Memory Span Test." In Papers on Language Testing, 1967-1974, pp. 6-17. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

The author tests the feasibility of a group-administered memory span test. His results show that such tests can be given to groups of students in small EFL classes and scored reliably if the raters are properly trained and supervised.

-----, Testing English as a Second Language. New York: McGraw-Hill Book Co., 1969.

This book is directed to ESL teachers to help them improve classroom examinations and evaluate standardized tests. The author cautions against over-use of contrastive analysis.

* Heaton, J. B. Writing English Language Tests. London: Longman Group, 1975.

This text is designed as a practical handbook in test construction for the classroom teacher. The author has included exercises to give the reader practice in writing various types of test items.

Kelly, Louis G., ed. Description and Measurement of Bilingualism. Toronto: University of Toronto Press, 1969.

The proceedings of a major international seminar on bilingualism are reported. Topics discussed include the nature of bilingualism, how to measure bilingualism, the effects of one language on another, the

roles that a bilingual's language play in his behavior, the behavior of bilingual groups, and the incidence and distribution of bilingualism.

Matluck, Joseph H., and Mace-Matluck, Betty J. "Language and Culture in the Multi-Ethnic Community: Spoken-Language Assessment." Modern Language Journal 59 (September-October 1975): 250-55.

The authors describe the research approach used to develop the MAT-SEA-CAL Oral Proficiency tests. Language test performance depends on both language proficiency and knowledge of the culture.

Matthews-Bresky, R. J. H. "Translation as a Testing Device." English Language Teaching 27 (October 1972): 58-65.

This article is a practical discussion of the use of translation, both independently and in conjunction with other methods, for testing command of grammatical and structural items.

Otter, H. S. "Some Problems in the Construction of a Language Examination." In Testing in Second Language Teaching: New Dimensions, pp. 49-60. Edited by Maureen C. O'Brien. University of Dublin Press, 1974.

The author describes and explains reasons for changes in the form and emphasis of the 1975 Cambridge English Examinations.

Palmer, Adrian S. "Testing Communication." International Review of Applied Linguistics in Language Teaching 10 (February 1972): 35-46.

This article suggests that oral communication proficiency is overlooked by typical foreign language proficiency test batteries, and presents experimental examinations to test this skill.

Politzer, Robert L.; Hoover, May Rhodes; and Brown, Dwight. "A Test of Proficiency in Black Standard and Nonstandard English." In Papers on Language Testing, 1967-1974, pp. 91-100. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

The authors develop two tests in an attempt to find out how productive ability in standard or nonstandard Black English is related to reading ability scores.

Robinson, Peter. "Composition, Adaptation, and Choice of Second Language Tests." English Language Teaching 25 (October 1970): 60-68.

The author describes various kinds of tests, shows how and for whom they can be used, and what the test results can mean. He also provides teacher-oriented guidelines concerning test selection, adaptation, and composition.

Rand, Earl. "A Short Test of Oral English Proficiency." Language Learning 13 (3 and 4, 1968): 203-209.

The author describes a short, objective test for quickly testing the oral proficiency of a large number of non-native speakers of English. The test can be given on tape in the language laboratory and, after some training, can be graded by competent non-native speakers.

Spolsky, Bernard; Murphy, Penny; Holm, Wayne; and Ferrel, Allen. "Three Functional Tests of Oral Proficiency." In Papers on Language Testing, 1967-1974, pp. 75-90. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

This article describes three experimental oral tests for children and adults. These tests may be used even by relatively untrained testers to classify students for placement.

Spolsky, Bernard; Signard, Bengt; Sako, Masahito; Walker, Edward; and Aterburn, Catherine. "Preliminary Studies in the Development of Techniques for Testing Overall Second Language Proficiency." Language Learning, Special Issue No. 3, (1968): 79-102.

The authors report the results of preliminary experiments with the aural cloze (ability to receive messages under various conditions of medium distortion) as a measure of global proficiency. Also discussed are means of test construction and administration, as well as directions for future work.

Testing English Language Proficiency. General Information Series, No. 2. Indochinese Refugee Education Guides. Arlington, Virginia: Center for Applied Linguistics, 1975. ED 116 487.

This three-part paper consists of: (1) an annotated bibliography of tests for English as a Second Language and for learning ability, (2) a bibliography about second language testing, and (3) a list of ten principles for test construction and administration for those who wish to write their own tests.

Testing Some English Language Skills: Rationale, Development, and Description. Toronto (Ontario) Board of Education, 1969. ED 069 161.

The materials described in this study were developed for use in the New Canadian Study (1967-68), which was concerned primarily with the school success of ESL students.

Townson, Michael. "Testing Oral Skills at University Level." English Language Teaching 27 (February 1973): 199-205.

This article reports on efforts at the University of Erlangen to improve oral language examinations aimed at EFL students preparing for a teaching career. Execution, evaluation, rating, and marking of the test are discussed. Areas tested include pronunciation, grammar, vocabulary, fluency, and comprehension.

See also: Clark (I); Aitkin (II); Davies, "Two Tests of Speeded Reading" (II); Language Testing, ETIC (II); Oller, Research with Cloze Procedure (II); Robinson, "Testing Children and Adults" (II); Testing the English Proficiency of Foreign Students (II); Savard (IV).

IV. TESTS AND TEST ASSESSMENTS

Angoff, William H., and Sharon, Auriel T. "A Comparison of Scores Earned in TOEFL by Native American College Students and Foreign Applicants to U.S. Colleges." In Papers on Language Testing, 1967-1974, pp. 154-162. Edited by Leslie Palmer and Bernard Spolsky. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

Administering the Test of English as a Foreign Language (TOEFL) to a group of native English-speaking university freshman showed that the test items were much easier for them than for the non-native speakers tested and that the test did not discriminate among the native speakers. These results point to the importance of directing a language test at its specific subjects.

Brière, Eugene J. et al. Test of Proficiency in English as a Second Language (TOPESL). Washington, D.C.: Bureau of Indian Affairs, 1973.

A comprehensive test assessing production and perception skills in written and spoken English and intended for use in Grades 4-6 in Bureau of Indian Affairs schools. The test includes sections on grammar (including cloze technique), listening comprehension (based on non-oral response to taped messages), and an oral section which utilizes illustrations. (Available on a loan basis from BIA-IERC, Evaluation Division, P. O. Box 1788, Albuquerque, NM 87103.)

Buros, Oscar K., ed. The Mental Measurements Yearbook. Highland Park, N.J.: Gryphon Press, 1938--.

The Mental Measurements Yearbook describes and reviews in detail tests in all areas of education. For tests of English as a second language, see the section entitled "Tests and Reviews: Foreign Languages--English."

Burt, Marina K.; Dulay, H.; and Hernandez, E. Bilingual Syntax Measure. New York: Psychological Corporation, 1975.

The BSM measures the child's (pre K-3) structural proficiency in English. It can also be used for diagnosis and placement. The child response booklets are available in English or Spanish.

The Cambridge English Examinations. The First Certificate in English. The Cambridge Certificate of Proficiency in English. University of Cambridge (England) Local Examinations Syndicate, 1975.

This examination is designed to assess achievement for intermediate, advanced, and university level students. It consists of five sections: oral interview, listening and reading comprehension, composition, and use of English.

Davidson, David M. Test of Ability to Subordinate.

This is a 50-item objective test for ESL college students to determine their ability to use nine major structures of subordination. It presents pairs or triads of kernel sentences which students are asked to combine into one sentence using a given sentence frame, and it serves as both a placement and diagnostic tool for intermediate to advanced students. (Available from the author, Department of Special Educational Services, Bronx Community College, 181st Street & University Avenue, The Bronx, NY 10453.)

Davis, A. L. Diagnostic Test for Students of English as a Second Language. New York: McGraw-Hill, 1953.

This test is designed to assess knowledge of English structure and idiomatic vocabulary of teenage and adult students through 150 multiple-choice questions. The test can be used to determine the need for special instruction, to place students in classes of different levels of proficiency, or to aid in the preparation of lesson plans.

ESL Placement and Proficiency Chart. Silver Spring, Maryland: Institute of Modern Languages, 1974.

This chart of listening, speaking, reading, and writing proficiency levels was developed for language programs using teaching materials produced by the Institute of Modern Languages.

Evaluation Instruments for Bilingual Education: An Annotated Bibliography. 1975. ED 111 182.

This compendium of over 250 evaluation instruments in use by project sites throughout the U.S. is designed to assist bilingual/bicultural educators in locating, developing, or adapting evaluation instruments suitable to local assessment needs. (Available from Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, TX 78721.)

Examination of Operational Competence in English Certificate Level.
New York: Litton Educational Publishing International, 1971.

The purpose of this examination is to determine proficiency level in relation to the language requirements for functioning in professional positions and higher education. It contains sections on sound and intonation discrimination; listening comprehension of sentences; grammar; reading comprehension; and writing ability.

Gotthold, Y., and Gefen, R. "Listening Comprehension as a Component of the English Matriculation Examination: Report of an Experiment." English Teachers' Journal (Israel) 14 (November 1975): 11-20.

An experiment was conducted to determine the possibility of adding a listening comprehension test to the English matriculation exam in Israel. The testing method and teachers' and pupils' reactions are noted, and the test itself is included. (Available from English Inspectorate, Ministry of Education and Culture, P. O. Box 292, Jerusalem, Israel.)

Griem, Peggy, and Wilson, Margaret. English as a Second Language: Unit on Prepositions. 1969. ED 083 863.

This unit is intended to help teach and test the prepositions outlined in the "English as a Second Language Guide" of the Milwaukee Public Schools. The text is sequenced to develop listening and understanding skills first, then speaking and writing skills, and finally reading comprehension without visual clues. Review and testing sections are included.

Harris, David, and Palmer, Leslie. CELT: A Comprehensive English Language Test for Speakers of English as a Second Language.
New York: McGraw Hill Co., 1970.

Designed to measure the proficiency of teenage and adult students, CELT includes multiple-choice tests of grammar, vocabulary, and listening comprehension.

Heil, Donald K., and Aleamoni, Lawrence M. Assessment of the Proficiency in the Use and Understanding of English by Foreign Students as Measured by the Test of English as a Foreign Language. 1974. ED 093 948.

This study examines the Test of English as a Foreign Language (TOEFL) and the English Placement Examination (EPE). The objectives are as follows: (1) to determine the predictive ability of the TOEFL and the EPE (using grade point average and grade in a remedial English course as the criteria), (2) to assess the concurrent validity of the TOEFL and the EPE, and (3) to estimate the magnitude of the change in the TOEFL scores after the subjects have lived in an English-speaking country and taken a remedial English course for one semester.

Heinberg, Paul et al. Hawaii Department of Education Speech-Communication Examination Audio Script. 1970. ED 038 642.

This speech-communication examination is a "dyadic" test in which students, issued a set of cards to be marked according to directions, are assigned partners with whom they communicate and respond to in turn. The test has been administered in rural and urban public schools in Hawaii to speakers of nonstandard English (Hawaiian Pidgin). (Available from the author, Department of Speech-Communication, 2560 Campus Road, Room 131, University of Hawaii, Honolulu 96822.)

Ilyin, Donna. Ilyin Oral Interview. Rowley, Massachusetts: Newbury House Publishers, 1972.

Consisting of an oral interview built around pictures, this test measures achievement and is useful for diagnosis and placement of teenage and adult students.

Ilyin, Donna, and Best, J. English Language Structure Tests. Rowley, Massachusetts: Newbury House Publishers, 1976.

Six tests of English structure which can be correlated with the Ilyin Interview tests for placement of students.

Irvine, Patricia; Alai, Parvin; and Oller, John. "Cloze, Dictation, and the Test of English as a Foreign Language." Language Learning 24 (December 1974): 245-52.

The research reported here confirms that of Darnell (1968) and Oller and Conrad (1971), showing that cloze and dictation, both integrative tests, correlate higher with the TOEFL listening comprehension sub-section than with any other part of the TOEFL,

an indication that the integrative listening comprehension part of the TOEFL is more representative of overall proficiency than other parts of the test.

Manuel, H. T. Inter-American Series. Austin, Texas: Guidance Testing Associates.

A battery of tests including general ability, reading, listening, comprehension, and language usage. The tests are published in English, Spanish, French, and Italian, and the children (pre K-13) can be tested in their native language. (Available from Guidance Testing Associates, 6516 Shirley Avenue, Austin, TX 78752.)

Matluck, J., and Mace-Matluck, B. MAT-SEA-CAL Oral Proficiency Tests. Arlington, Virginia: Center for Applied Linguistics. Forthcoming.

This test is designed to (1) determine the child's (K-4) ability to understand and produce distinctive characteristics of spoken English, express known cognitive concepts and to handle learning tasks in English and (2) provide placement and instructional recommendations with respect to alternate programs such as special English or bilingual education. The test will be published in English, Cantonese, Mandarin, Ilokano, Spanish, and Tagalog.

McGuire, Helen, and Rao, Susan. English as a Second Language: Achievement Tests, Level 1. 1969. ED 083 862.

This achievement test booklet is designed to assist the teacher in determining the length of time pupils should spend in Level 1 of English as a second language, and to test proficiency in the skills of listening (K-12), speaking (K-12), reading (6-12), and writing (6-12).

O'Brien, Maureen C. English Language Placement Test. Dublin, Ireland: The English Language Institute, 1972.

The aim of the English Language Placement Test is to measure the proficiency of students from diverse language backgrounds. It contains sections on grammar (cloze procedure), writing, and dictation.

Poczik, Robert. English as a Second Language Tests. 1973. ED 086 724.

These tests are designed to measure auditory comprehension, oral production, the ability to ask questions, and conversational skills. The instruments are appropriate for use in adult basic education programs. The test can be administered in 5 to 10 minutes. (Available from the author, Bureau of Basic Continuing Education, State Education Department, Albany, NY 12224.)

Rodriguez-Mungia, Juan C., and Pereira, Ildeberto. List of Testing Materials in English as a Second Language and Spanish. Boston, Massachusetts: Bureau of Transitional Bilingual Education, Massachusetts State Department of Education, 1972. ED 084 917.

Among the information included in this booklet are the name and description of each test, the test level and purpose, and the source. Forty-three tests are discussed.

Savard, Jean Guy. Analytical Bibliography of Language Tests. Quebec: Laval University Press, 1969.

This bibliography contains over 400 titles: 150 first language tests, 150 second language tests, and more than 100 titles of documents and information concerning language testing. Among the information provided on specific tests are form and type of test, skills tested, material required, age or level of group, testing time, correction time, comments, and coefficients of reliability and validity.

Scoon, Annabelle R., and Blanchard, Joseph D. The Relation of the Test of English as a Second Language to Measures of Intelligence, Achievement, and Adjustment in a Sample of American Indian Students. (Paper presented at the Fourth Annual TESOL Convention, March 1970.) ED 039 530.

This report discusses the types and results of tests used on 142 "reasonably representative" American Indian bilingual students at the Institute of American Indian Arts in Santa Fe, New Mexico. Results seem to warrant two conclusions: (1) the TOEFL is a valid measure of English language skill of American Indian students; (2) ITED (Iowa Test of Education Development) also measures language ability.

Silverman, Robert J.; Noa, Joslyn K.; and Russell, Randall H. Oral Language Tests for Bilingual Students. Portland, Oregon: Northwest Regional Educational Laboratory, 1976.

This publication provides an evaluation of 24 tests used in assessing oral language patterns of students who speak two or more languages. (Available from NREL, 710 S.W. Second Avenue, Portland 97204.

Spencer, Richard and Holtzman, Paul. English Language Proficiency Test. The Language Testing Center for International Students, Pennsylvania State University, 1965.

The purpose of this test is to gauge proficiency for university entrance. It consists of sections on sound discrimination, grammar (cloze technique), vocabulary, dictation, writing, and reading comprehension.

Spolsky, Bernard, and Murphy, Penny. Spanish-English Dominance Assessment. Albuquerque, New Mexico: University of New Mexico, 1972.

The purpose of this test is to assess the dominance of English or Spanish in 6- and 7-year old bilinguals.

Test of Oral English Production. 1969. ED 042 793.

This is an individually administered test designed to evaluate programs that teach English as a second language, specifically the Southwestern Cooperative Educational Laboratory's (SWCEL) Oral Language Program for children in the primary grades. No special skills are required to administer the test. Classroom teachers can administer the test in about 10-15 minutes. Major emphasis is upon grammatical competence. (Available from Southwestern Cooperative Educational Laboratory, Inc., 229 Truman, N.E., Albuquerque, NM 87106.)

Texas Child Migrant Program Tests. Austin: Texas Education Agency, 1974.

Tests and pretests for each grade level K-3 measure children's ability to use English for communication in a manner appropriate to their general level of development and consistent with the communication requirements of their school grade level. The test is designed to give students ample opportunity to use language meaningfully. The children's speech is recorded and later analyzed to determine areas requiring instruction. (Available from Texas Education Agency, 201 East Eleventh Street, Austin 78701.)

TOEFL: Test of English as a Foreign Language. Princeton, New Jersey: College Entrance Examination Board and Washington, D.C.: Educational Testing Service, 1964--.

The purpose of TOEFL is to determine proficiency for university entrance. It consists of sections on grammar, vocabulary, listening and reading comprehension, and writing. TOEFL is not available for use or inspection.

Upshur, John et al. Michigan Test of English Language Proficiency. Ann Arbor: University of Michigan, English Language Institute, 1961--.

This test consists of three parts: grammar, vocabulary, and reading comprehension. It can be used diagnostically for placement, or as a post-test to see how much the student (9-adult) has learned. Some of the grammar items in Form D appear stilted,

but this fault has been corrected in the E Form of the test.
(Available from Follett's Michigan Bookstore, 322 South State
Street, Ann Arbor, MI 48108.)

See also: Language Testing, ETIC (II); Testing the English Proficiency of Foreign Students (II); Burgess (III); Cahill (III); Harris, Testing English as a Second Language (III); Testing English Language Proficiency (III).

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